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CENTENNIAL HYMN

—OF—

The Northwest Territory.

With Notes,

By Mrs. N. N. McCULLOUGH.

Price, 10 Cents. To Schools and Institutes, $1.00 per dozen.

SPRINGFIELD, ILL.:
Springfield Printing Co., Printers and Bookbinders.
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"No single decade in the history of the United States is so full of important events as that of which the present is the centennial—the decade from 1780 to 1790. And nearly all those events were directly connected with the Northwest Territory and its settlement."

ISRAEL WARD ANDREWS, LL. D.,
Marietta, Ohio.

Price, 10 Cents. To Schools and Institutes, $1.00 per dozen.

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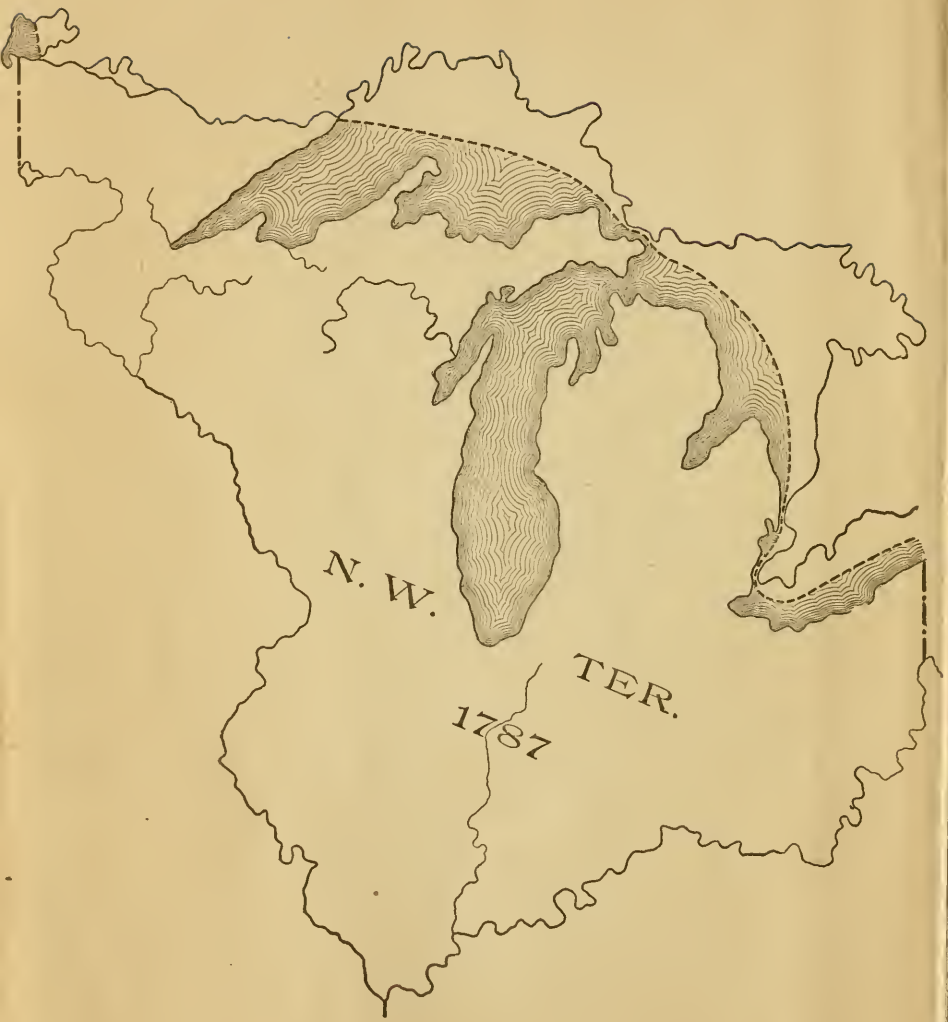
N. W.
TER.
1787

Tune—John Brown.

I.

While the new centennials dawn upon our country far
and wide
How proper the occasion, how fitting is the pride,
To celebrate the passage of the act that like a guide
Sent the Nation marching on!

Chorus.

Glory, glory hallelujah! glory, glory hallelujah!
Glory, glory hallelujah, keep the Nation marching on!

There will occur a succession of centennial celebrations of national importance, during the next few years. For, beginning with 1787 came the formation and adoption of the constitution, the organization of the present form of the U. S. government, election and inauguration of the first President, first settlement in the Northwest Territory, down to 1900, when we shall have the 100th anniversary of the location of the capital of the United States, and 1903, the centennial of our first great purchase—Louisiana.

The Continental Congress in session in New York City, July 13, 1787, passed an act entitled "An ordinance for the government of the territory of the United States northwest of the river Ohio." It was the result of the application by a number of officers of the revolutionary army who proposed to take land in lieu of large arrearages of pay, and to make settlements and found new homes across the mountains. It originated in Massachusetts, where the officers formed an organization known as the Ohio Com-

pany, and represented funds enough to pay four millions of the public debt, and actual large and immediate settlement by the most robust and industrious people in America, with undoubted attachment for and loyalty to the government, *provided* favorable conditions could be secured.

These included a form of government that would attract immigrants for its liberality. The most marked points were: 1st, the exclusion of slavery from the territory forever; 2d, provision for schools and religion; 3d, prohibition of the adoption of any constitution or the enactment of any law that should nullify pre-existing contracts.

This act led the way and formed the model for the various laws concerning the government of all territories of the United States, such as the establishment of two grades of territorial government; the first made up of a Governor, Secretary and three judges, the second having in addition a legislature, and a delegate to congress with the right of debate but no vote. It was a guide, too, for state as well as national legislation in a matter of vast importance to land owners, for the transfer of land and the rules of inheritance or the descent of property as established by the ordinance are in force in the original and legislative as well as the public land states. In fact, all of the ordinance has been, and many of its provisions are to-day, the law throughout the whole extent of the nation.

II.

A hundred years have passed since that legislative thought;
How wonderful the changes its beneficence has wrought,
What strength, support and comfort, what honor it has brought
To the Nation marching on!

Chorus.

As in the language of this great American Charter, "the fundamental principles of civil and religious liberty" were "the basis of all laws, constitutions and governments which forever hereafter shall be formed in the said territory," there was everything to invite intelligent and patriotic people who would strengthen the national idea.

The provisions of the ordinance rapidly converted a vast wilderness, which was practically without government, into five of the most prosperous states in the union.

III.

The ordinance began in a territory vast;
Ere the red man had departed the emigrants came fast;
States began to be admitted ere many years had passed,
And the States are marching on!

Chorus.

The Northwest Territory was bounded by the Great Lakes and the Mississippi and Ohio Rivers—the principal land boundaries being: the entrance from the east between Lake Erie and the Ohio River, and the exit between Lake of the Woods and Lake Itasca. See accompanying map. The territory was well nigh as large as the thirteen original states, the area of the latter being 318,752 sq. miles, and of the former 265,562 sq. miles.

When congress in 1787 sold a portion of the Northwest Territory to the Ohio Company for settlement, the Indian occupancy title had been extinguished in the whole domain to but little more than half of what is now the State of Ohio, as shown by the treaty of Ft. McIntosh, Jan. 21, 1785. It has been said that the love of war is the dearest inheritance an Indian receives from his parents, and the thirst for revenge that of the Kentuckian; so there was not needed the encouragement of the British, who held the posts on the north, to make Ohio the battle ground of others than the pioneers. The result of the proximity of the Indians may be inferred from the published offer of *one hundred and thirty-stx dollars* for every Indian scalp taken within prescribed limits.

But following the sale to the Ohio Company was one to John Cleves Symmes, and immigration to the west became the order of the day.

Three states only were added to the original thirteen prior to Ohio, the first in the territory.

The admission of Ohio took effect Feb. 19, 1803, though the year 1802 is usually given as the date. The facts are: April 30, 1802, congress passed and the President approved the enabling act, so called because its purpose is to enable the people of a given territory to form a constitution and a state government. Among other things it provides for delegates to and place of holding a convention to frame a constitution subject to the approval of congress. In accordance with the enabling act, a convention met and adjourned, having framed a constitution for the State of Ohio. This was presented for the approval of congress Jan. 7, 1803. Now, obviously, the state could not be admitted before the constitution was presented to congress, especially a state from this Northwest Territory, for the ordinance expressly provides, concerning the admission of states, that the "constitution and government so to be formed shall be republican and in conformity to the principles contained in these articles."

Whether the constitution filled the conditions congress would have to be the judge; so, then, Ohio was not admitted prior to Jan. 7, 1803, when the constitution was laid before congress.

Feb. 19, 1803, there was approved by President Jefferson, an act recognizing the State of Ohio, the first mention in U. S. records of that political division. It bears title "An Act to provide for the due execution of the laws of the United States within the State of Ohio," but nowhere in it does it purport to admit the state.

From the territory the admission of states after Ohio in 1803 was, Indiana 1816, Illinois 1818, Michigan 1837, Wisconsin 1848, Minnesota 1858. The government of the territory was begun in 1787, just after the Revolution, our first great war; and the last portion of the territory became a part of the Union on the admission of Minnesota, just prior to the civil war.

IV.

It avowed the Nation's purpose to elevate the race,
It gave to education its proper rank and place,
It became a daily blessing; it has proved a means of grace
To the Nation marching on!
Chorus.

There can be no more elevating influences than must flow from article 3: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Being founded upon the principles of freedom, justice and the inherent rights of humanity; and being a compact unalterable unless by common consent, it secured every daily blessing that may come from civil and religious liberty—the rights of conscience and security in religious worship, proportionate representation, trial by jury, writ of *habeas corpus*, common law in judicial proceedings, and the rights of property.

Article 6 of the ordinance, the prohibition of slavery, which had been rejected in previous plans for the government of western territory, has been a means of grace, as it proved that prosperity does not depend upon the "peculiar institution," and raised an effective barrier to the ambition of those political leaders who would have nationalized slavery.

V.

'Tis here we find the Nation's heart; its earliest, faintest beat
In gratitude and praise to Him the Christmas morn would greet,
And all its later pulses but the earlier strokes repeat
As the Nation marches on!
Chorus.

In 1837 Judge Hall, referring to the territory as the western plain, called it "the center of our empire, the citadel of its strength, the magazine of its resources, the heart whose healthful operation must throw out nourishment and vigor to the whole continent."

Christmas Day, 1788, by proclamation of Governor St. Clair, was set apart as a day of thanksgiving—the first in the territory.

If the organic law may be considered the life of the state, then the acknowledgment of divine blessing and desire for its continuance as voiced in the preambles of the state constitutions are but later pulses of the earlier strokes represented by congressional enactment and state papers, for the ordinance honors religion, and Gov. St. Clair's official documents are full of Christian thoughts.

VI.

The territorial wilderness has many stately domes.
'Twas here that Brother Jonathan had land to give for homes,
Where he set aside the portion known to legislative tomes,
And the schools are marching on!
Chorus.

There are now in what was the territory a capitol for each state, universities, colleges, charitable institutions, churches, academies of art, literature, music and science, United States buildings, etc., etc.

This territory, excluding some reservations on the part of the states making cession, was the first real property of the nation. It was called the public domain—government land—congress land and public land—belonging to, surveyed and disposed of, by the nation—or Brother Jonathan. The first pre-emption act, passed 1801, contained the germ of actual settlement under which thousands of homes have been made. The first

homestead act, passed 1860, was promptly vetoed by James Buchanan; the next congress, however, passed another, which Abraham Lincoln—of the Northwest Territory—approved May 20, 1862.

Section 16 of every township, one square mile out of every tract six miles square, one thirty-sixth part of all the land, was set aside by the national government for the support of schools; called the school section. Proceeds of which to-day form no small part of the permanent school fund of each of the states of the Northwest Territory. The principal can not be used; the interest on it, to which is added the school tax, gives the money for conducting the public schools.

As this school land was a trust for a specific purpose named and to be applied to none other, there could be nothing done with it without concurrent legislation by the states interested and congress. When the school section has been found to be missing or swamp land, congress has been asked to make good the deficiency. Those townships on navigable waters, such as the Lakes or the Mississippi and Ohio Rivers, and in some other cases as well, may not contain the school section. Then, too, there have been attempts to divert the fund; so for many reasons there has been much legislation concerning the school land, the text of which is to be found only in the journals of congress and of the various states all the way along the years, beginning with 1785.

Senator S. A. Douglas—from a Northwest Territory state—in 1848, on the organization of the territory of Oregon, advocated the additional grant for schools of the 36th section. Minnesota is the only one of the Northwest Territory States to reap the benefit of this enactment. This state, however, being only in part made up from the territory, may be considered the geographical tie between the territory and the rest of the United States.

VII.

Call the names of men and women our country honors best,
'Twill be found a goodly number answer from the old Northwest.
What they did, and how they did it, makes plainly manifest
Why the Nation marches on!

Chorus.

Generals Grant, Custer and Sherman, Alice and Phebe Cary, Schoolcraft, "the only man in America who had seen the Mississippi from its source to its mouth," and Captain Eads, all were born or have lived in what was the Northwest Territory. Mrs. Stowe wrote Uncle Tom's Cabin in Ohio. It is a list that may be almost indefinitely extended.

VIII.

It gave how many thousands when freedom's fight began,
It gave the world a Lincoln, the first American;
It furnished land for all who wished, how excellent the plan,
For a Nation marching on!

Chorus.

About one-third of the entire Union army in the civil war, 1861-5, was furnished by the states of the Northwest Territory, among which is reckoned Minnesota. 971,346 being the total number of soldiers from the six states.

Proportionate to her population, Michigan ranks first in the number of her soldiers who rest in the national cemetery at Gettysburg.

In "The Commemoration Ode" Lowell makes this allusion to the martyr president:

"Great captains with their guns and drums
Disturb our judgment for the hour,
But at last silence comes;
These all are gone, and, standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American."

Clarence King, in the Century Magazine for October, 1886, says that Lincoln was the first American to reach the lonely heights of immortal fame; that out of the great migration westward of home-makers, the true hardy American people have sprung, and out of it Lincoln came. He looms up from the very heart of American life, a true and characteristic son of the men of the west. "For Lincoln, there is a feeling of mystery and distance which is not to be explained by his short career and early martyrdom; rather it has its origin in the consciousness that he was nearest to the hand of Divine Providence, and that the lips which uttered the Emancipation Proclamation and Gettysburg Consecration spoke with the deep vibration of a nature bowed and overcome by the great moral power which guides the destiny of the nation."

As the Northwest Territory was the first real property of the nation, it was here that vital changes were made in land tenures. The highest title to land in the United States is the government grant or patent, and carries with it and confers an unlimited power of alienation. Hence the land owner is peculiarly a part of the nation, and as every citizen may hold land, the plan is no small item in the growth of the nation.

IX.

The National Convention meets upon historic ground;
We hear the mission service in the solitude profound,
And next we hear Ft. Dearborn with hideous yells resound,
But the Nation marches on!

Chorus.

The National Educational Association, which meets in Chicago July 12, 1887, has in the programme exercises commemorative of the 100th anniversary of the passage of the ordinance—very appropriately, when it is remembered what that act did for education.

On his way to establish a mission at the principal town of the Illinois Indians—near the present town of Utica, Ill.,—the Kaskaskia afterwards transferred south, Marquette spent the winter of 1674–5 where Chicago now is. He was ill and unable to travel further, and though feeble, Parkman says, "he began the spiritual exercises of St. Ignatius and confessed his companions twice a week." For a long time this was all that the "Queen of the North and the West" knew of civilization. In 1804 the United States government built a fort on the south side of the Chicago river, just east of where Rush St. bridge was afterward built, and named it in honor of the Secretary of War, Gen. Dearborn. When Gen. Hull surrendered Detroit in 1812, he ordered the evacuation of Ft. Dearborn. The garrison, on the way to Ft. Wayne, Ind., had proceeded but a short distance when they were attacked by Indians and nearly all murdered, Aug. 15, 1812.

Mr. John Kinzie lived across the river from the fort and had peculiar opportunities for knowing about the massacre. He accompanied the garrison when it marched out, hoping by his influence to avert the impending calamity, and was sent a prisoner with the survivors into Canada.

X.

The early mission stations have crumbled into dust,
The scalping knives and hatchets are eaten up with rust,
The gifts those ages bring us let us treasure as a trust
For the children marching on!
Chorus.

The Jesuits from Canada established mission stations at the trading posts, Sault Ste. Mary, St. Ignatius or Mackinaw, Detroit, Vincennes and Kaskaskia being among the earliest. Possession of the country by the English after the French and Indian war left the priests without the support of the government, and consequently the mission stations fell into decay. Those more remote from civilization endured longest, as Kaskaskia, Ill., where hung the first church bell that ever rang west of the Alleghany Mountains. It was cast at Rochelle, France, in 1741, to be given to the infant church in America.

The commonest incidents of every day life in that early time were invested with all the attractions which fortitude, courage, peril and suffering can possibly confer.

The people who here endured and labored that the nation might grow have left us examples of untold value. Edwin D. Mead, in Education for December, 1886, says "a good citizen must be a patriot, and a good patriot must be an intelligent one—one who knows what the country's history and institutions mean."

XI.

The tales of lonely cabins are of hardships and of woe,
How the mothers sighed in sadness to see the winter go;
They had learned that with the bluebird came the cruel Indian foe,
But the settler marches on!
Chorus.

J. H. Kennedy, in the Magazine of American History for December, 1886, says of Ohio:

"The forests yet standing could whisper the names of brave men in homespun and buckskin who, beneath their branches, gave up life as grandly as did their fathers on the fields of the Revolution, and many dark legends are yet told by men and women who received them from the lips of those who had part therein, or on whom a portion of their shadow fell. And as these brave fathers and patient mothers suffered together and held each other close in the bond of human sympathy, so shall they together share the love and veneration in which their memory is held." And Prof. S. P. Hildreth, in his Pioneer History, says: "The spring was not greeted with the hilarity and welcome so common in all parts of the world. The mothers preferred the gloom and storms of winter and regretted its departure, viewing the budding of the trees and opening of the wild flowers with saddened feelings as harbingers of evil—listening to the song of the bluebird and martin with cheerless hearts, as preludes to the war cry of the savage."

XII.

'Twas Clark and old Virginia, in Patrick Henry's day,
Brought the flag across the prairies ere 'twas certain east to stay,
They caught the British General who had gold for scalps to pay,
And they sent him marching on!

Chorus.

Patrick Henry, Governor of Virginia, in 1778, authorized Gen. George Rogers Clark to capture Kaskaskia and other western posts from the British. This was a perilous enterprise, and as Clark had no artillery or means of assaulting the posts, the idea has been called almost equal to Wayne's storming Stony Point or Ethan Allen's capturing Ticonderoga.

Clark was successful, and as 1778 was some time before the surrender of Cornwallis, there was great uncertainty about the establishment of the nation on any enduring basis.

The British employed the Indians to harass the colonists, and they did very effective work on the frontiers. Gen. Henry Hamilton, in command at Detroit, was especially active, and as he paid gold for *scalps* and nothing for prisoners, the Indians drove their prisoners in sight of Detroit and then carried the scalps in. Hamilton went down to Vincennes, where he was captured by Clark, who called him the "Hair Buyer" and sent him to Virginia in irons. When in prison in Virginia, after the opinion of Washington and Jefferson that while he deserved it, according to the terms of his surrender he could not be kept ironed, Hamilton was offered a parole to sign—that he would be inoffensive in *word* and deed. He refused, insisting that he had a right to abuse the rebels verbally as much as he pleased. He did sign, however.

XIII.

Detroit upon the border counts her Indian sieges three,
Ft. Chartres that the mighty river carried to the sea—
We'll keep them green as is the grass above Recovery,
While the Nation marches on!
Chorus.

The sieges of Detroit were in 1712, 1746 and 1763—all unsuccessful; the last one, conducted by Pontiac and continuing more than fifteen months. Of the later vicissitudes of Michigan, comparing it to a plant, Schoolcraft has said: "Thrice plucked up was it—by the total destruction of Detroit (which was in fact the territory) by fire in 1805; by the terrible British and Indian war of 1812; and by the Indian war of Black Hawk in 1832. It has suffered in blood and toil more than any or all the other northwestern territories together. It has been the entering point for all hostilities from Canada, and to symbolize its position, it has been the anvil on which all the grand weapons of our Indian

scath have been hammered. Its old French and American families have been threshed by the flail of war like grain on the floor."

The name of the fort is pronounced *shartr*. It was built about twenty miles north of Kaskaskia by the French, in 1719-20. Made of wood and named in compliment to the Duc de Chartres, cousin of King Louis XV. In 1756 it was rebuilt of stone and plastered on the outside. It was the headquarters for military operations, the center of fashionable life and capital of the country. It was built to protect the French from Spanish cavalry that was expected to come across the "Great Desert" from Mexico, for France and Spain were at war. And later, soldiers marched from this place to fight the English in Pennsylvania and Canada, in the war which began in the mountain passes of the Alleghanies and ended on the Plains of Abraham. The gates of this post, which was at one time considered the greatest fortification in America and might have withstood long continued assaults, were opened peacefully by the stroke of a pen in the old world one day in 1763. It stood one mile from the Mississippi, but inundations and changes of channel so undermined the structure that the fort was abandoned in 1772, the west wall and two bastions having fallen into the river.

A detachment of Gen. Wayne's army in 1793 built a fort on the site of St. Clair's battle ground with the Indians in 1791. It stood near the line between Mercer and Darke Counties, Ohio, and on naming the fort the recovered artillery left in St. Clair's retreat was fired three times.

XIV.

There are other scenes of sadness and other names to bless,
And other deeds to honor, as the fertile wilderness
Lay a vast and unknown storehouse for the people to possess,
And the Nation marches on!
Chorus.

Such scenes of sadness as "the River Raisin" will be suggested, and research but increases the list of those who, each in his peculiar way or according to his opportunities, have been blessings.

The children should be taught that every conscientious duty done is as honorable as the deeds that are recorded as heroic, for —"Only the actions of the just smell sweet and blossom in the dust."

The Northwest Territory has proved a storehouse of useful metals—lead, iron and copper, the latter ore being of the richest quality, yielding 80 per cent of ingot copper, and Lake Superior iron is acknowledged to be the best in the world. Its strength per square inch is 89,582 lbs.; the nearest approach is Russia iron, bearing 76,069 lbs. to the square inch. Common English and American iron 30,000 lbs.

The first coal in America was discovered in the Northwest Territory—by Marquette, on the Illinois river, in 1670.

A list would mention many other natural products, and the abundance of salt.

XV.

How sylvan was the country where Schoolcraft found his bride,
And this the home of Garfield, 'twas here that Lovejoy died.
In deeds and men of greatness has the Territory vied
With the Nation marching on!

Chorus.

Michigan, where Schoolcraft met and married the granddaughter of an Indian king, was a forest country. This lady had been highly educated in England and rendered her husband most valuable assistance in prosecuting that course of research into the languages, traditions and antiquities of the Indian tribes, which, even from his earliest youth, it had been his ambition to pursue.

Garfield's home was at Mentor, Ohio; Lovejoy was killed at Alton, Ill.—all within former Territorial limits.

Lovejoy published a paper in St. Louis, Mo., in which he expressed anti-slavery sentiments. Because of hostile demonstrations he removed to Alton, where he was shot by a mob collected to destroy his printing press, Nov. 7, 1837.

XVI.

The long and lonely journey of the fair Acadian maid,
The home of Hiawatha, which *our* poet has portrayed,
Like the Eagle Quill of Whittier, have tender pictures made
For the Nation marching on!
Chorus.

Longfellow is especially the school poet. A large portion of the scenes of Evangeline and Hiawatha are in the Northwest Territory. The incidents of the latter poem were obtained from Schoolcraft's works, as was Lowell's Chippewa Legend. Whittier wrote a poem "On Receiving an Eagle Quill from Lake Superior," which is a fine review of territorial events.

XVII.

The star of empire passes on, 'tis shining in the West,
Its rays have made a golden chain to bind to all the rest
The land across the river which was first a mighty test
To the Nation marching on!
Chorus.

Bishop Berkeley's "On the Prospect of Planting Arts and Learning in America," has the line,

"Westward the course of empire takes its way," and custom has made it "star of empire." Dawning upon the Atlantic coast,

it now beams upon the far West, where a succession of great states is, in time, to be added to the nation.

The ownership of the Northwest Territory was a bone of contention during almost all of the time of the confederation, for it was claimed by Massachusetts, Connecticut, New York and Virginia, and their claims overlapped.

As they were disinclined to yield to each other, cession to the nation was about the only way out of the difficulty. It was a matter that took time, but it was finally accomplished by the cession on the part of each state, of all claims to western land to the United States. And national possession of this immense area was a larger element of strength in the formation of the new government than all other considerations put together. For when the constitution of the United States was made public for the approval of men, a great and independent source of revenue had passed into the hands of a single body of men who could, as Madison said, "raise troops to an indefinite number and appropriate money to their support for an indefinite period of time."

In the Atlantic Monthly for November, 1886, John Fiske says: "The acquisition of common territory led to results not at all contemplated in the theory of union upon which the articles of confederation were based. It led to the exercise of national sovereignty in the sense of eminent domain, as shown in the ordinances of 1784 and '87, and prepared men's minds for the federal convention."

And Congress had shown its ability to take care of the property of the nation as manifested in the ordinance of 1787. In the Magazine of American History for August, 1886, Dr. Andrews points out that the direct authority of Congress over the territory pervades the ordinance, and quotes the statesman-jurist, Chase, concerning it: "Never, probably, in the history of the world, did a measure of legislation so accurately fulfill, and yet so mightily exceed, the anticipations of the legislators."

Fiske says of the ordinance that the theory of peaceful secession was condemned in advance as far as the government could go, and quotes Daniel Webster: "I doubt whether any single law of

any lawgiver, ancient or modern, has produced effects of more distinct, marked and lasting character than the ordinance of 1787."

That Congress possessed and exercised all this power and no blame had been whispered and no alarm sounded, even by men most zealous for state rights and most suspicious of Congress, was cited with telling effect against those who hesitated to accept the federal constitution because of the great powers which it conferred upon the general government.

XVIII.

Pioneers of early schoolrooms all have entered into rest.
The learners and the learned, all have left us this bequest:
Love the Nation, teach its greatness, and to help to bless it best
Keep the children marching on!

Chorus.

Glory, glory hallelujah! glory, glory hallelujah!
Glory, glory hallelujah, keep the children marching on!

The public school system has been developed and greatly improved since the days of the pioneers—the territorial teachers. Much discussion has occurred from time to time as to the proper scope and province of the "people's colleges. All will agree that they ought to make good citizens. For this purpose no single study is so important as the study of American history.

In Education for November, 1886, Francis Newton Thorpe says: "Every American who becomes a true citizen enters upon responsibilities which he should have opportunity to study before assuming them. This is the just claim for having our history studied in the public schools. The child should be able to see from consecutive maps how the nation has grown and spread itself over

this continent; he should be taught the social development of this people; how they have founded states, built highways, railroads, canals, steamship lines; how our commerce has grown and why it has grown; what we require to support ourselves and where and how we raise it; what is the nature of our manufactures and what the condition and relations between employer and employe. If the teacher would develop the life of the nation historically in the mind of the child, our history would live in and with the child, and his knowledge of it would be a conscious power working for his happiness."

Of the way in which history is usually taught, he begins by saying that "an examination of the ordinary text book of American history shows that about one third of the book is devoted to pictures, about two thirds to American history before 1789, and the remainder to the history of the United States.

"The teacher abbreviates the text book, which abbreviates the larger work. The child abbreviates the teacher. The results are, a meager amount of disconnected facts and a certain uncertainty in the mind of the pupil that leaves him conscious only of his ignorance. It is in justice to the nation that the youth of our land become familiar with the story of popular government in this western world."

The books which have been consulted for the various facts, accounts, incidents and statistics, are:

Peck's Annals of the West.
Executive Documents of 3d. session of 46th Congress, vol. 25.
Hall's Notes on the Western States.
The St. Clair Papers.
Charters and Constitutions of the States.
Phisterer's Statistical Record of the Armies of the United States.
Parkman's La Salle and the Discovery of the Great West.
Mrs. J. H. Kinzie's Wau-bun, or the Early Day in the Northwest. The edition of 1856 contains fine illustrations, drawn by Mrs. Kinzie, of various points in the northwest.
Hildreth's Pioneer History forms Vol. I. of the Transactions of the Ohio Historical Society.
Abbott's History of Ohio. On page 189 is a letter of Benjamin Franklin, purporting to be from a British officer to the Governor of Canada, accompanying a present of eight packages of scalps.
Tuttle's History of Michigan.
Howe's Historical Collections of Ohio.

History of Randolph County, Illinois.
Ford's, Reynolds', Brown's, and Davidson and Stuve's Histories of Illinois.
Hall's Memoirs of Wm. H. Harrison.
Browne's Maryland.
Schoolcraft's Thirty Years among the Indians.
Tanner's Martyrdom of Lovejoy.
Works of Longfellow. Whittier's Poems. Lowell's Poems, ed. of '65.
Monette's Valley of the Mississippi.
Beck's Gazetteer of Illinois and Missouri.
Colbert and Chamberlain's Great Conflagration.
Washburne's Sketch of Gov. Coles.
Studer's Columbus, Ohio.
Strickland's Old Mackinaw.
Smith's History of Wisconsin.
Harris' Tour through the N. W. Territory in 1803.
The Edwards Papers, cyclopædias, current magazines and journals.

Some of these books are old and can be seen only in libraries, but most of them and many others are obtainable, and every teacher who will read them will be repaid a thousand fold for the trouble by the pleasure he will derive from his fund of information, and he will have a greater and better influence and value, both in and out of the school room.

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"The man who hath not music in himself
And is not moved with concord of sweet sounds,
Is fit for treasons, stratagems and spoils."

—*Shakespeare.*